

HANG TIME: "Earl Makes The Grade"

- Concept description
- Karen Hill-Scott notes on concept
- Karen Hill-Scott notes on script
- Broadcast Standards notes

## Outline

May 24, 1995

### Earl Makes The Grade

Deering High is preparing for their big game against their arch rivals, French Lick High School. French Lick's star center is Earl's nemesis. The two played against each other last season and Earl has been waiting all year for the rematch.

However, when Earl fails his math test, his GPA drops below a "C", making him ineligible to play on the team. Earl's only hope of being able to play in the big game is if he scores at least an "80" on his upcoming history exam.

One of Earl's classmates, Linda, seems to have a crush on him. Realizing that Earl must pass the upcoming test, she offers to help him study. However, their evening together is actually a date where absolutely no studying gets done.

Earl's teammates, realizing that Earl is in real danger of failing the test, band together and put Earl through an intense group "cram course." Finally, Earl seems ready to pass the exam.

Just before the exam, Linda returns Earl's lucky hat to him, which she had previously borrowed "to be reminded of

2

20

out the mystery by guessing that Linda would not give Earl the right answers, but the wrong answers.

Sam and Mary Beth then track down Earl's history teacher and present their case to him. Upon checking the crib notes, the teacher agrees that they contain nothing but incorrect facts. There's no way Earl could have used them and passed. The history teacher quickly grades Earl's exam, giving him a well deserved "94". The teacher then makes a note in his book to fail Linda for cheating on this exam.

The girls drag the history teach before Coach Fuller, who is quickly informed of Earl's eligibility to play in tonight's game.

Earl plays in the second half of the game and completely dominates his nemesis, Bill. By playing the best game he's ever played, Earl brings Deering High back from the brink of defeat to a hard fought victory, thus ending their twenty-two game losing streak.

As Earl's teammates surround him after the game in celebration, Earl thanks them, saying that he couldn't have done it without their help. Chris tells Earl that it's all about trust and integrity, and Earl has earned the reputation he has as a stand-up guy.

NBC Treatment Notes  
Hang Time  
Page 1

June 5, 1995

To: Robin Schwartz

From: Karen Hill-Scott, Ed.D.  
Consultant

Re: Earl Makes the Grade

I like this story a lot. It has a strong basis in teen reality and the messages are multi-layered. Earl has to exercise some academic discipline in order to play on the team, but in addition has to maintain a standard of honesty about taking a test despite a real temptation to do otherwise. Furthermore, we see his team mates pulling for him as best they can with a cram session. I haven't quite figured out what the language of the key message is—maybe something like; *even though it may seem easier to cheat to get ahead, honesty and hard work leave no room for doubt that you have earned your accomplishments.*

The story derives good "entertainment" or "caper" value through the plot devices of the school rivalry and the courtship of Earl. I expect the writers will also have plenty of opportunity for humor during Earl's cram sessions, the date with Linda, and unraveling of the mystery crib sheet, etc. I have some minor recommendations for changes. They are as follows:

1) Given Earl's precarious academic position before the test, his grade should be just a little above the acceptable Pass. It is highly unlikely that he'd earn an "A" based on a cram. There's no point in creating a false expectation that one can ace a test (history no less) with a cram session and no real preparation. It is entirely plausible that Earl could squeak by, however.

2) The teacher's action toward Linda was unclear to me. Is he failing her for the semester? Or failing her on the specific exam where she assisted Earl? There's also suspension, since cheating is a serious offense. However, I vote a punishment of retribution where she really has to pay dues to make amends for her double "sins" of leading Earl on and setting him up for a fall. She should get a Fail on the specific test so that her overall grade is now so low she has to work her buns off to pass the class. The principal or Coach Fuller could also indicate she has some sort of schoolwide punishment, too—like polishing faucets until they're squeaky clean—which metaphorically addresses honesty.

Overall, this story emanates from a problem and solution which have qualifying content. The caper, comedy, and inner tension make it fly from an entertainment perspective. This is exactly the approach I'm looking for. Good Work.

NBC Script Notes  
Hang Time-Earl Makes the Grade  
Page 1

July 20, 1995

To: Robin Schwartz

From: Karen Hill-Scott, Ed.D.  
Consultant

Re: Earl Makes the Grade

The script is basically sound, and focusses on the theme of honesty and cheating with schoolwork. The humor is funny and I like the writers' practice of putting all the directing notes in the script because I get a good visual image of the physical antics and body language the kids will have between the lines.

As for the theme, we have done other shows on the same theme; however, a recent national poll indicated that 62% (or was it 82%?) of high school students report cheating in school, so the message certainly bears repeating. It's entirely possible that the practice is so widespread, young people don't even recognize that cheating is dishonorable, unethical, and misrepresents your true ability to perform. The theme is presented early and is clear to the audience, although I think it needs a little more emphasis at the end. Earl needs to take pride in his actual accomplishment to master the work, and Linda really should be subject to some punishment from the teacher, not just the kids.

*The key message is even though it may seem easier to cheat to get ahead, honesty and hard work leave no room for doubt that you have earned your accomplishments.*

Page 16 Mary Beth makes a remark about Chris losing his Country Club privileges---this is unclear as I couldn't find a prior reference to her taking them away.

Page 17 When Earl is queried about his night studying with Linda, I think he'd fake it a little and pretend they were studying at least "just a little bit." This could establish his newfound loyalty to Linda, who he thinks likes him. For example, he would say "Well, we studied some---but we Linda says we needed to learn a lot about each other first."

Page 23 The PA System moment is funny. But is the reference to the pep rally to remind Earl that everyone is low because they don't think he will be able to play? It seems incongruous that there would be a lack of enthusiasm in a school like this unless that were the case. In other words, that line doesn't make contextual sense.

Page 32 This is the moment when Earl confesses to Sam that he had the answers, but didn't use them. I think he should really be somewhat reluctant to tell the story to Sam, so the audience feels the pull on his emotions that he is experiencing.

NBC Script Notes  
Hang Time-Earl Makes the Grade  
Page 2

Page 35 The mystery of the answers in the hat is revealed here. How did Samantha become so intuitive? I know you will think this is a creative note, but I think the story will work much better if the girls aren't quite sure how the mystery will unravel—but they are absolutely certain Linda deep sixed Earl. Maybe Sam says "I'll bet Linda counted on him getting caught for cheating--Earl is so naive" something short so later, the complete truth is revealed to Earl himself.

After all, Earl actually gave up playing in a key game to protect Linda. We need to see the unfolding before him that he has to put his own work first, take care of his own business, and protect his accomplishments. This will underscore the key message that doing his own work is the best way to be sure he is evaluated on the basis of his efforts.

Page 38 This is where Mary Beth (or Sam) could reveal the complete answer. Or she should do it later when they sit down with Earl. The only reason to do it here is it give the history teacher the chance to say he has got a punishment in store for Linda. *She cannot get away with this at the school discipline level.* The audience must have some indication in addition to the dousing at the end that her act will not go unpunished.

Page 39 When the girls talk to Earl, two things need to be worked out. One is that since he worked really hard for the test, he needed to stand up for his accomplishment and recognize that his hard work really paid off. This is our message. Second (and there may not be room to handle this in the script) he needs to understand that his loyalties were misplaced and in a crunch like this, he needed to put himself first.

Page 41-42 For the sake of realism, are you sure you want them to gain 25 points in the 15 minutes after Earl joins the game? This seems a little astounding to me, as in beyond a fast break.

Finally, the dousing of Linda is really funny. It certainly ratifies the kids ability to get retribution. But my earlier comment about the teacher or coach making it clear her behavior doesn't play at their level is important, too.

Send revised draft (X)  
Send or notify re: R.C. (X)

**PROGRAM STANDARDS SCRIPT REPORT**  
(BLUE SLIP)

TO: Mark Fink, Roxie Evans	DATE: July 24, 1995
SERIES/MOW: HANG TIME	
EPISODE: EARL MAKES THE GRADE	
DRAFT READ: 7/21 Rev. table	BY: Lynn Dowling
APPROPRIATE TIME FOR AIR: SAT AM	

For the record, I agree strongly with Dr. Scott's note that Linda should be accountable to school authorities for her actions. A minor dialogue addition would do the trick for me. Thanks.

cc: R. Schwartz, T. Cordes, E. Agress, K. Ford, N. Lederman



## NBC RESEARCH FINDINGS ON SATURDAY MORNING TEEN BLOCK SHOWS

Three of NBC teen programs, SAVED BY THE BELL, CALIFORNIA DREAMS and HANG TIME, were subject to cable testing to determine target audience reactions. Each show was tested in three to four markets, and each was exposed to approximately 500 test participants. The participants were shown one of the programs in their homes via cable, and then were interviewed afterwards by telephone. Supplemental focus groups were held at NBC Burbank.

**KEY FINDINGS:** Clear majorities of the teens participating in the tests indicated that the programs "teach some things," as opposed to being "just for fun." Further, most of the respondents who indicated the shows convey educational themes and material went on to indicate that they liked that the programs teach "a lot."

### **CABLE TEST RESULTS (Ages 12-17):**

Q Some people have said the show called (SHOW TITLE) is just for fun and some people have the show teaches some things. What do you think?

	<u>SAVED BY THE BELL</u>	<u>HANG TIME</u>	<u>CAL DREAMS</u>
Teaches*	68%	78%	72%
Just for Fun	32%	21%	28%

Q What do you think about the show called (SHOW TITLE) teaching some things? Do you like that?

A lot**	63%	61%	66%
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\* "Teaches" combines "Just teaches" and "Both" (teaches and for fun)

\*\* Percentage of those who indicated that the show "Teaches"

**QUESTION WORDINGS:**

Each survey included an inventory of three-point program adjectives. The question stem, response categories, and the "Fun to watch" inventory item follow:

- A) I'm going to read some words that someone used while talking about the show called (SHOW TITLE). Fun to watch. Would you say:
- That does not tell.....( )3
  - That kind of tells.....( )2
  - Or that really tells about the show?.....( )1

Each survey later asked the following two-stage question:

- B) Some people have said the show called (SHOW TITLE) is just for fun and some people have said the show teaches some things. What do you think?
- The show is just for fun.....( )1 -- SKIP QUESTION C
  - The show teaches some things.....( )2 -- ASK QUESTION B
  - Or both? .....( )3 -- ASK QUESTION B
- C) What do you think about the show called (SHOW TITLE) teaching some things? Do you like that:
- A lot.....( )1
  - A little.....( )2
  - Or not at all.....( )3

As always, please call with questions or comments.

Geoff Huntington

GLH/

cc: E. Cardinal, T. Cordes, W. Littlefield, L. Mancus, J. Miller, D. Ohlmeyer, N. Schiavone,  
R. Schwartz, H. Stipp, R. Weinman, R. Wright



### **THE MORE YOU KNOW & TNBC**

Each week, "The More You Know," NBC's Peabody award-winning community awareness campaign, complements the TNBC lineup with four thirty-second public service messages. These spots, which air in *SAVED BY THE BELL*, *HANG TIME* and *CALIFORNIA DREAMS*, speak directly to the needs of teens today and feature popular NBC stars such as David Schwimmer/*FRIENDS*, Joey, Matthew and Andy Lawrence/*BROTHERLY LOVE*, LL Cool J/*IN THE HOUSE*, David Hyde Pierce and Eddie the Dog/*FRASIER* and Jonathan Silverman/*THE SINGLE GUY*. These messages urge kids to stay off drugs, stay in school, appreciate our nation's teachers, and walk away from violence.

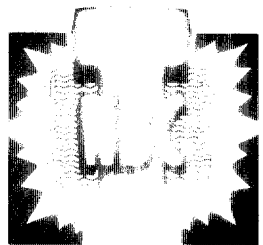
A national campaign carried across the country on NBC affiliated stations in over 200 markets. "The More You Know" was initially designed to explore topics narrowly related to education. The campaign however, has grown to address issues that are part of a greater national dialogue. For example, recent public service announcements address topics as diverse of teacher appreciation, teen pregnancy substance abuse, violence prevention and designated driver.

The campaign receives guidance from the NBC Educational Advisory Board. This Board includes representatives of many leading educational organizations such as The Carnegie Foundation for the Advancement of Teaching, the Children's Defense Fund, the National Education Association, the National Parent Teacher Association, the National Crime Prevention Council and the U.S. Department of Health & Human Services/Centers for Disease Control, DARE and the Harvard School of Public Health.

"The More You Know" has received a number of national awards including the prestigious George Foster Peabody Award, a Presidential Citation for Private Sector Initiatives and the National Association's Award for the Advancement of Learning Through Broadcasting. This effort has also been honored by a number of local educational organizations undertaken by NBC affiliate stations.

# TNBC

## ADDING AN EXTRA DIMENSION TO TEEN TV



### TNBC

What do your students learn from television? If they're watching TNBC, they could be learn-

ing a lot. Because TNBC is the first network television line-up specifically designed to help meet the educational needs of teens.

TNBC stands for Teen NBC, a two-and-a-half hour block of shows watched by more teens every Saturday morning than any other network. On TNBC, teens can find their own brand of irreverent humor, and characters who share their point of view. It's fun to watch, and it gives teens a fresh perspective on some of the issues they face everyday.

To sharpen this perspective, TNBC's producers work with adolescent psychologists to outline specific educational goals for each series and to identify issues that really matter to teens. TNBC's writers then work to integrate the educational theme of each show into the action, so that this underlying message carries added impact. And the result is television at its best, television that enlightens as it entertains.

### THE EXTRA DIMENSION

TNBC's writers and producers realize, however, that television, even at its best, cannot fully achieve these educational goals on its own. No matter how much talent and commitment they put into each show, it takes the talent and commitment of teachers to add the extra dimension of learning. That's why the TNBC team hopes teachers will take advantage of this unique opportunity to channel their students' enthusiasm for some of television's top-rated teen shows back into the classroom, where it can become the catalyst for a dynamic learning experience.

With this poster/study guide, NBC invites teachers to take a look at the TNBC line-up for themselves. The guide includes three reproducible worksheets designed to help make TNBC a curricular resource for English and

language arts teachers, with creative writing activities in story analysis, journal keeping, storytelling and poetry. We hope you find it the perfect tool for building on the enthusiasm your students already have for these popular shows, and for adding the extra dimension of education to great television entertainment.

### THE TNBC LINE-UP

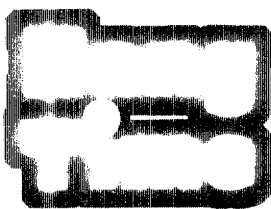
Beginning in September, every Saturday morning on NBC. Check local listings for times and station.



### SAVED BY THE BELL: THE NEW CLASS,

starring the gang from Bayside High, explores social themes through the daily school life dilemmas of six

teenage friends who help each other make the most of growing up. This season, three new kids join the gang, when Bayside's longtime rival, Valley High, closes down. But despite their past differences, the Bayside kids all learn to get along, and in the process give teen viewers a useful perspective on some of the tough issues they face both in and out of the classroom.



### HANG TIME,

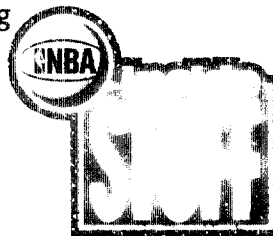
new to the line-up this year, introduces us to the Deering Tornados, a small Indiana

high school co-ed basketball team who lost 22 straight games last year and now has a new coach. Meeting his expectations would be challenge enough, but these hoopsters must also cope with their own expectations, plus the typical demands of teenage life. In the process, each team member learns what it means to "step up to the line," both on and off the court, giving teen viewers some extra insight into handling pressure and a reminder that friends can help when the pressure mounts.



### CALIFORNIA DREAMS

follows a group of high school friends who share the dream of making it as a rock band. They encounter all the typical teen issues of succeeding in their peer group and in interpersonal relationships so the band itself can remain viable as a unit. Their individual differences in personal approaches to problems and issues are often apparent. However, their respect for differences and ability to resolve conflicts permit them to maintain their friendships and still come together as a group to be the "California Dreams."



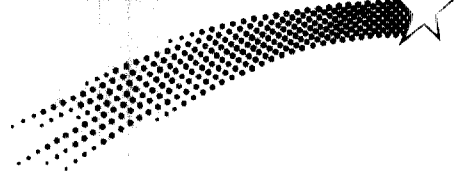
### NBA INSIDE

STUFF takes teen viewers behind-the-scenes of the world of NBA basketball. Each week's show provides "inside

stuff" about players, their off-court lives, and their charitable contributions. Designed to help teens respect the discipline and task-commitment it takes to achieve in any endeavor, NBA INSIDE STUFF teaches how hard work and dedication give the game's greatest stars their winning edge.

**THE MORE YOU KNOW**, NBC's award-winning community awareness campaign, completes the TNBC line-up with regularly scheduled public service messages that speak directly to the needs of teens. Featuring popular NBC stars like Will Smith from *The Fresh Prince of Bel-Air*, Joey Lawrence from *Brotherly Love* and Jonathan Brandis from *seaQuest DSV*, these spots not only address issues like youth violence and substance abuse, but also emphasize the importance of staying in school and the long-term rewards of a good education.

## The More You Know



*TNBC stands for TEEN NBC—the Saturday morning line-up of shows made especially for you. TNBC can help you see the funny side of teen life, with stories about kids like you, doing the kinds of things you're interested in and coping with the kinds of predicaments you've seen before.*

*When you take a look at TNBC, you may be surprised by how much the stories on the screen have in common with the stories you read in school. They have the same working parts (setting, character and so on) and they follow the typical story pattern, reaching a climax or turning-point in the action that causes the main characters to see things differently and finally resolve the conflict or problem they have been struggling with from the start.*

## **PART I**

*Check out the storytelling technique of one of the TNBC shows (or another favorite TV show) with this outline. In the spaces provided, describe the show's setting and main characters. Then give a brief explanation of the central conflict or problem that sets the story's main plot into motion. (You might find that several problems arise in the show you are watching; pick the one you think is most important.) Next, describe how the action gets complicated, as the characters try out different solutions to their problem. Last, explain how the story comes to a climax, which enables the main characters to resolve their problem, and try to sum up any conclusion the story comes to in the end.*

## **PART II**

*Once you see how TV stories are put together, it's not too hard to create one on your own. Use the back of this sheet to outline your own original TV story, using the headings shown here. Borrow the setting and characters for your story from the show you outlined in Part I, then come up with your own conflict, complications, climax and conclusion.*

## **TV SHOW:** \_\_\_\_\_

### **A. SETTING** (where the story takes place):

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### **B. MAIN CHARACTERS** (who the story is about):

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### **C. CENTRAL CONFLICT/PROBLEM** (what the characters are trying to solve):

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### **D. COMPLICATION** (how the characters attempt to solve the problem):

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### **E. CLIMAX/RESOLUTION** (how the problem is finally solved):

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### **F. CONCLUSION** (what the characters finally learn):

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## ACTIVITY TWO **SAVED BY THE BELL: THE NEW CLASS**



Ever been to Bayside High? Every Saturday morning it's the setting for **SAVED BY THE BELL: THE NEW CLASS**, and if you stop by for a visit, you'll probably feel right at home. But what if you were part of the "new class" just starting at Bayside? No matter how familiar everything looked, your first day of school would probably feel a little strange.

Some of the best stories on TV and in literature come from personal experiences, like making it through the first day of a new school year. That's one reason why many story writers make it a habit to record their daily experiences in a journal.

What kind of journal writer are you? Here's a chance to find out. Try to think back to the first day of school this semester. Remember how you felt? Now imagine that you've just come home from that first day and taken out your journal to put the experience into writing. The idea-starters on this page might help you, or you can use the back of this sheet to write out your experiences on your own.

### **FIRST DAY AT SCHOOL!**

The one person who changed the most over the summer had to be

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The coolest summer vacation story I heard about was

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Right now, I guess my favorite teacher is going to be

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If I could playback one part of the day, the moment I'd like to see again was when

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All in all, I guess I'd give my first day a \_\_\_\_ because

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*Now that you've tried writing about one day's experiences, why not keep going? Get a notebook today and start keeping your own journal. Take out your journal tonight and write about anything that happened to you, or any ideas you might have had. Then make it a habit to add a little bit more to your journal every day this school year.*

**Watch SAVED BY THE BELL: THE NEW CLASS Saturday mornings on NBC. (Check local listings for time and station.)**

## ACTIVITY THREE **HANG TIME AND NBA INSIDE STUFF**



**TEAM STORY:** Sam and Chris were on their way to the mall. \_\_\_\_\_

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*(Use the back of this sheet to continue the story.)*

Whether you're a basketball fan or not, you'll want to check out two of the Saturday morning shows on NBC: **HANG TIME**, a new series about a high school basketball team, and **NBA INSIDE STUFF**, a weekly behind-the-scenes report on the pros. Both shows get you into the game and let you see how athletes use on-court ideas like teamwork to solve problems off the court as well.

TV writers may not seem much like athletes, but they use teamwork too, often working together to create the stories they tell. One writer might outline the basic plan for a story. Another writer might turn it into a script. And then a whole table-full of writers will usually sit around revising the story, adding jokes and sharpening the dialogue.

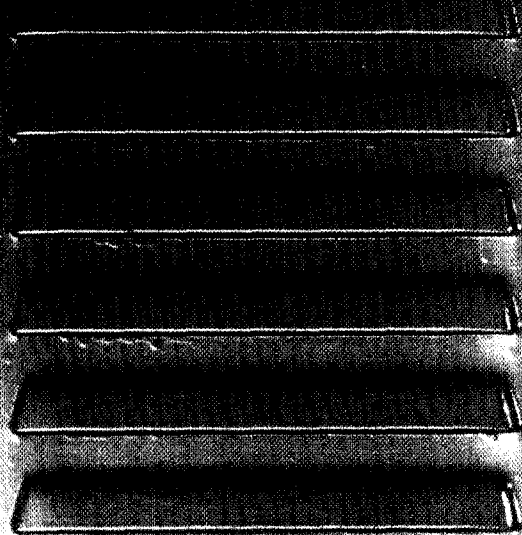
Try telling a story with teamwork in your own class—but teamwork of a slightly different sort. Divide the class into groups, with an equal number of students in each group. Then, at a signal from your teacher, have everyone in each group start writing their own story, based on the story-starter provided here. Don't worry; you can write the first thing that comes into your mind. And you can use Sam and Chris for your characters' names, since they work fine for boys or girls.

Your teacher will give you about two minutes to get your story started and then call out, "Pass it on!" That's when you pass your sheet to the group member on your left, and take the sheet from the group member on your right. Now it's up to you to keep your teammate's story going. Scan what he or she has written and start writing! Again, you will have about two minutes before your teacher gives the signal to pass your sheets to the left and pick up the story that's passed to you from the right.

Keep passing until you finally get your original sheet back. Read over everything your teammates have added, and in the last two minutes or so, bring the story you started to a close. When time is up, compare the different stories your team has created and choose one to share with the class. Good luck, and may the best team win!

**Watch HANG TIME and NBA INSIDE STUFF Saturday mornings on NBC.**  
(Check local listings for time and station.)

**DATED MATERIAL**



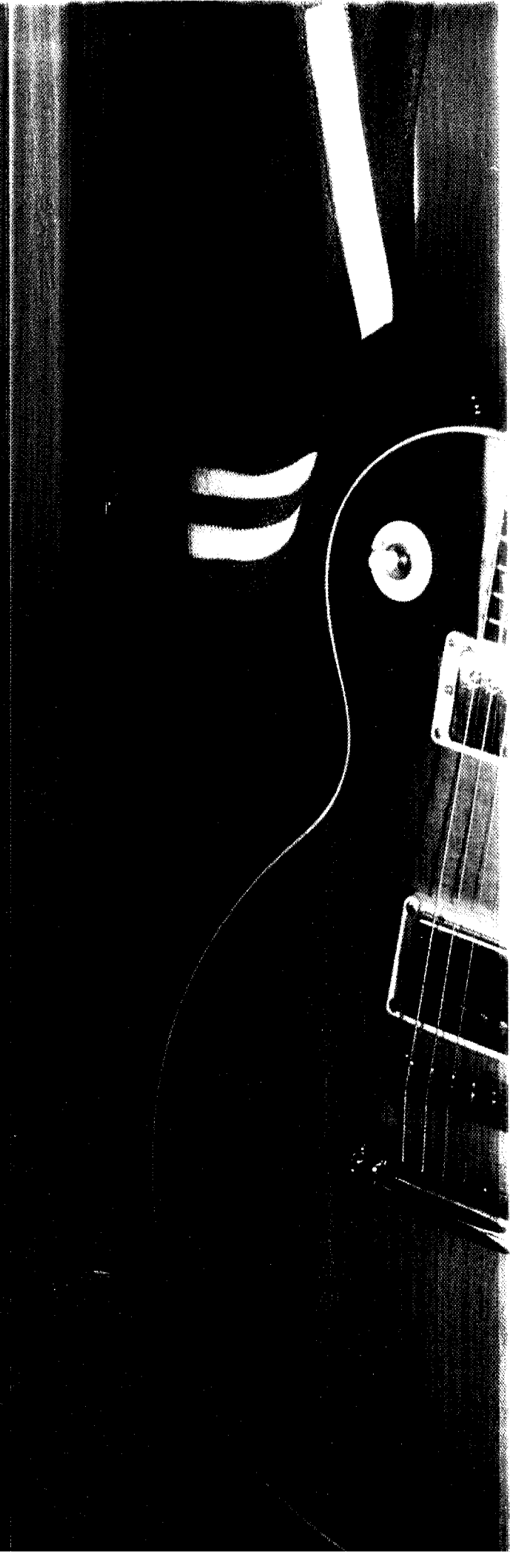
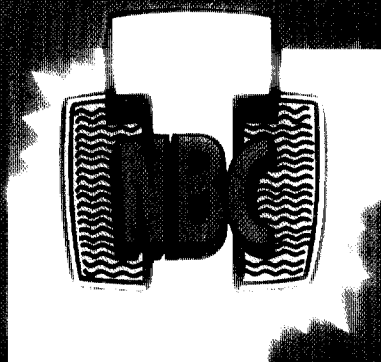
**TEAM  
UP  
WITH  
TRID**

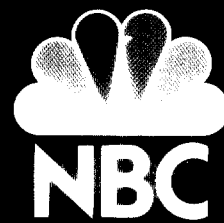




# INDC


Starting in September  
on NBC, every Saturday  
morning, you can join  
the TNBC team with  
**Saved by the Bell: The  
New Class, Hang Time,  
California Dreams and  
NBA Inside Stuff.**







# ONE ADVENTURE LEADS TO ANOTHER

 "Name Your Adventure," Saturdays, 11:30AM-12 noon (ET) on the NBC Television Network *Kellogg's*



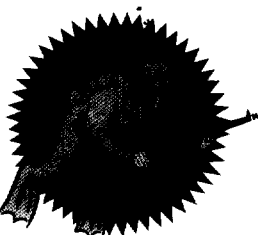
**DEAR PRINCIPAL:**  
This poster/study guide is designed to inspire students to reach their goals by seeking out role models—mentors who can help open their eyes to life's possibilities and aid them in achieving

their goals. The materials will help you communicate to students the importance of a good education and the value of teamwork, and assist you in boosting both self-esteem and goal-setting among young teens. Please pass this poster/study guide along to the appropriate teacher(s) on your staff. (You might also want to integrate some of the suggested activities into a schoolwide career day or community program.)

## ASPIRATION INSPIRATION, PERSPIRATION

Young people often can't imagine the many possibilities their futures might hold—or they have dreams of becoming "tops in the field" without understanding the hard work and discipline such achievements require. *Name Your Adventure*, an award-winning Saturday morning show on NBC, encourages

young people to set their sights high by giving them an opportunity to explore their chosen field under the guidance of a high-profile role model. Through exciting interactions with their mentors, students not only learn about specific fields and the skills those fields require—they also see firsthand that there are universal criteria for success, such as dedication, effort, and ability to seize new opportunities. Participants are selected from around the country to participate in adventures they choose—like deep sea diving, conducting an orchestra, working with Navy Seals or being a T.V. reporter. Watching their peers explore new possibilities and tackle exciting challenges reminds



teens in the audience that they, too, can excel in fields that they might never have thought of—with a little determination and a



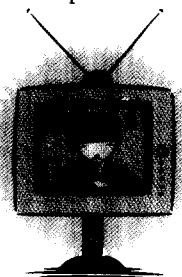
lot of hard work.

This poster/study guide will help you motivate students to think about their future as the adventure of a lifetime. What careers might they like to explore? What steps will they need to take to reach their goals? How can they make an impact on

the world? Both the series and these accompanying materials will help open students' eyes to the world of possibilities around them—the possibilities within their reach.

## ABOUT THE SHOW

*Name Your Adventure* appeals to young people's highest hopes and best sense of themselves through connections with accomplished, Young adventurers



on the show have learned about directing movies from Henry Winkler, visited an Oregon rain forest, participated in a cattle round-up, and lifeguarded the L.A. beaches.

The series emphasizes that expertise comes in many forms, but it always develops step-by-step over time. Some experts know from childhood what their goals are; others find their calling by chance, through a series of "happy accidents." In either case, by seeing how their mentors have worked to turn hope into reality, students get excited about what they themselves can accomplish. They are encouraged to explore possibilities, set goals and strive toward them beginning with a good education.

Each *Name Your Adventure* show features two individual segments which follow the participants through their adventures. Viewers learn both about the participant's aspirations and the background of the mentors they meet. The highlight of each adventure is the moment when the adventurers try their hand at the field of their dreams—and the audience gets to see that hard work in pursuit of a goal can be fun!

ment when the adventurers try their hand at the field of their dreams—and the audience gets to see that hard work in pursuit of a goal can be fun!

**WITH EDUCATION IN MIND** *Name Your Adventure* was designed with the help of educational consultants at the University of California at Los Angeles and elsewhere to meet specific educational goals.

Some of these goals are *cognitive*, focusing on developing students' knowledge. Students are encouraged to learn more about other people, places and career options. They are exposed to diverse facts and information on everything from arts to literature to the social and physical sciences. They are also shown the connection between getting a good education and fulfilling one's career dreams. *Name Your Adventure* pro-

vides students with the opportunity to explore worlds and options that might not otherwise be available. Activity Masters 1 and 2 and their accompanying class discussions fit the cognitive goals of the program.

Other goals for the show are *affective*, emphasizing students' feelings about themselves and their world. As a reality-based program which "stars" young people not so different from themselves, *Name Your Adventure* promotes

self-awareness ("What adventure would I choose?") and self-esteem ("My hopes and interests are important too!"). The exciting role models who help the on-

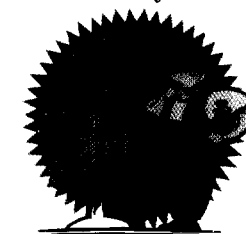
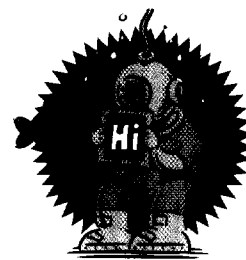
screen young people fulfill their adventures also underscore the importance of education and hard work in achieving life goals. Activity Masters 1, 2 and 3 tie in with the affective goals of the program.

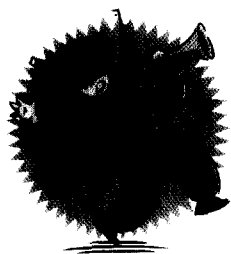
**ADVENTUROUS ACTIVITIES:** The following activities will help you and your students bring the spirit of *Name Your Adventure* into your classroom. Three of the activities involve Activity Masters which you will photocopy and distrib-

ute to your students. The remaining activities offer other alternatives for inspiring your students to aim high and work hard for their futures.

## WARMING UP What Makes an Adventure?

Lead your class in a discussion about what it means to have an adventure. Start by asking students to name adventures they've experienced in the past—traveling to a new place, for example, or trying out a hot new sport. What do the adventures have in common? Students may mention the feeling of excitement and personal challenge, and the way adventures can open one's eyes to all kinds of possibilities—one adventure leads to another. Tell students that they will now explore a special kind of adventure, one that challenges their minds and their visions of their future. They can begin by brainstorming about adventures they'd like to have relating to their own personal goals and future plans.





**Adventure Journals:** Ask students to set aside one section in their notebooks for use as an "adventure journal." Tell them that this is where they can keep track of their thoughts about adventures they'd

like to have, and store their worksheets as they complete the following activities. You might allow blocks of class time for students to write in their journals, or assign it as homework. At the end of the unit, you can review the journals to assess students' progress.

## USING THE ACTIVITY MASTERS

**1. Find a Mentor** helps students develop a roster of people they respect in your community, including those whose jobs look intriguing and those known for making a difference in the local quality of life. Encourage students to explore fields they might not otherwise have considered. What about the local vet, a restaurant chef, an artist? How did these experts get where they are now? Have each student complete Activity Master 1, then help students reach out and arrange a day to "shadow" their mentors on the job. Help students draft questions to ask their mentors about goal-setting, steps to success, and important "life lessons." When the day is complete, each student should report on the experience to the rest of the class.

As an alternative, have students compile all completed Activity Master 1s into a class book and select five people they'd like to have visit your class for a presentation/discussion. Encourage students to research the people and prepare questions for the visitors.

**One Step Further:** Junior high/middle school kids can be powerful mentors for younger students—and what a boost to self-



esteem! Think about arranging for your students to visit a local elementary school to read aloud, do science experiments, coach a sport, give talks about life after elementary school—the sky's the limit!

**2. Generations** encourages students to look for a different kind of role model close to home—a parent, grandparent, neighbor, or other adult friend whom they can interview about life choices and setting goals. Photocopy and hand out the "Generations" activity master, which provides a format for conducting a family interview. Ask each student to choose a family member or an immediate neighbor who is willing to talk about the plans and goals they had as a teen, the steps they followed to reach their goals, and how their plans changed over time. Remind students that they are looking for "life lessons" from their interviewees, not necessarily advice about a specific career.

When students have completed their interviews, have them work in small groups to compare notes and draw out common themes. Then help the class compile its interviews into a book or wall display.

**One Step Further:** Ask students to imagine that it is 25 years from now, and their teen son or daughter wants to do a "Generations" interview with them! Make extra copies of the activity master, and have students fill in interviews with themselves from the imaginary future.

**3. Peer Profiles** Everyone has something to offer, but teens can be especially self-effacing. In this activity, students pair up and interview each other to bring out their best qualities and highest hopes. Each partner will then write a mock television "profile" of the other—highlighting strengths, outlook on life, and plans for the future—to share with the class.

**One Step Further** Tell students to imagine themselves 25 years from now at the height of their careers. Ask them to write their own biography. How did their lives progress from high school? What contributed to their success? What have they achieved? What aspirations do they have for future accomplishments? Who was their inspiration? How did other people or their examples' help?

## FOLLOW UP

**Hello to the Show** Some Name Your Adventure participants are chosen from letters from around the country. Have your students write letters proposing their own adventures. They should send their letters to: Name Your Adventure, P.O. Box 7304506, North Hollywood, CA 91603.



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**Dated Material**

# 3

## Positive Profiles

Reproducible Master

### STEP INTO THE SPOTLIGHT

You're about to become famous—at least to your class. In this activity, you'll pair up with another student, and each of you will interview the other for an imaginary TV show about rising stars.

#### GET READY 1

Before your interview, make a list of all the important things the public should know about you—your likes and dislikes, your best features, your accomplishments, your future plans. List these here, so you won't be at a loss for words.

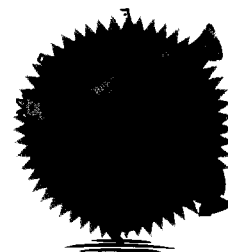
#### GET READY 2

Now, make a list of questions you'll want to ask your partner about himself or herself. Hint: What would you most like to be asked?

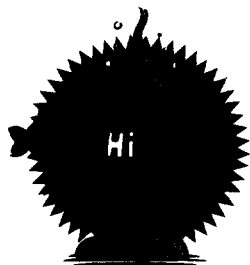
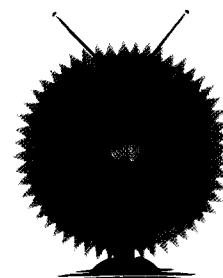
#### ON THE AIR

Use the back of this sheet to write a "personality profile"—several paragraphs that tell your TV audience all the positive things they need to know about your interview partner. Include ideas for visual shots that should go along with your words.

*notes about me*



*questions about you*



NBC

Life's An Adventure  
—If You Know Where  
To Look. Tune in  
Saturdays 11:30 AM–  
12:00 Noon (ET)  
on the NBC  
Television Network.

# 1 Find A Mentor

Reproducible Master

## START WHERE YOU ARE

Wherever you live—in the biggest city or the smallest town—there are people in your community who do interesting things and lead exciting lives.

## YOUR PICK

Choose the one person in your local area whom you would most like to meet. (For hints, check your hometown newspaper and TV news, and ask adults whose opinions you respect.) Use the space to the right to record basic information about the person you choose, including his or her "claim to fame" plus information for getting in touch.

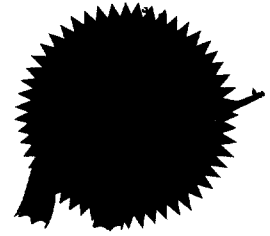
## MEET YOUR MENTOR

With your teacher's help, contact your chosen mentor and arrange to spend a day "on location" with him or her—watching and learning from an expert on the job. Be sure to schedule time for questions like: Did you always want to be in this field? What were your dreams when you were my age? What steps did you take to get where you are today?

Who \_\_\_\_\_

Why \_\_\_\_\_

How to contact \_\_\_\_\_



# 2 Generations

## SMARTS UP CLOSE

Looking for really good advice about planning your future? Check under your own roof (or right next door). Your parents, grandparents, uncles, aunts, and grown-up neighbors all have lots of "life experience" that will help you on your way...even if you're not planning to follow exactly in their footsteps.

## BE A REPORTER

Use this sheet to interview an adult family member or neighbor about the plans and goals they had when they were your age, and how they've gone about achieving them. Add your own questions, too. Write the person's answers on the back of this sheet or on another piece of paper.

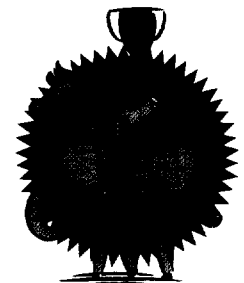
## NOW COMPARE NOTES

When you've completed your interview, talk with your classmates. What do all of the interview answers have in common? What "life lessons" can be learned from the adults in your lives?



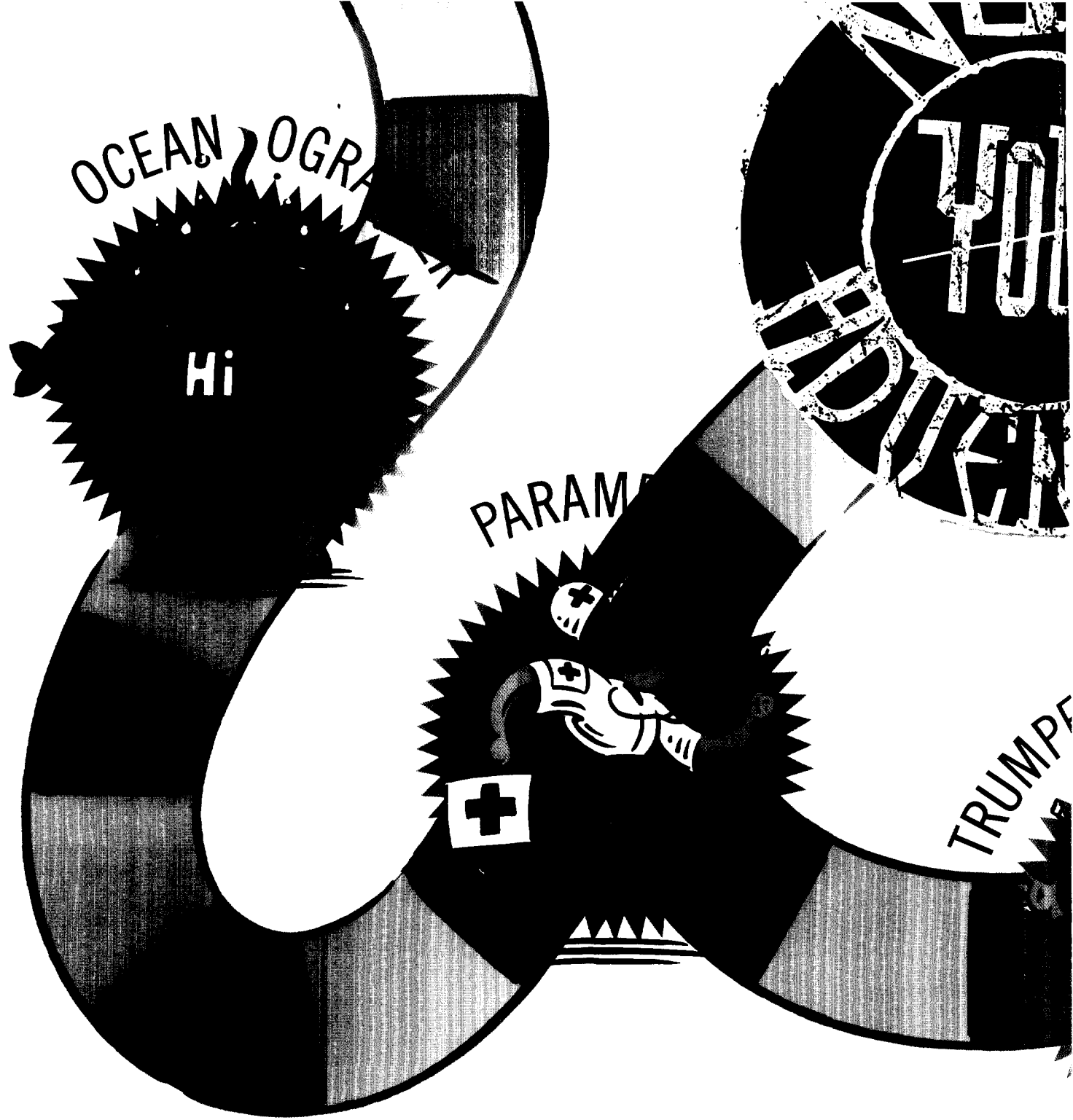
## Person interviewed:

1. Please describe the job or occupation you have today.
2. How did you go about getting this job or occupation?
3. When you were my age, what did you hope to be as an adult?
4. What steps did you take to meet your goals?
5. Who was your most important role model?
6. What is the most important thing you've learned about setting goals in life?
- 7.
- 8.



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**A**dventure comes in many different forms. Life is one kind of adventure. An adventure which has many twists, turns and options.

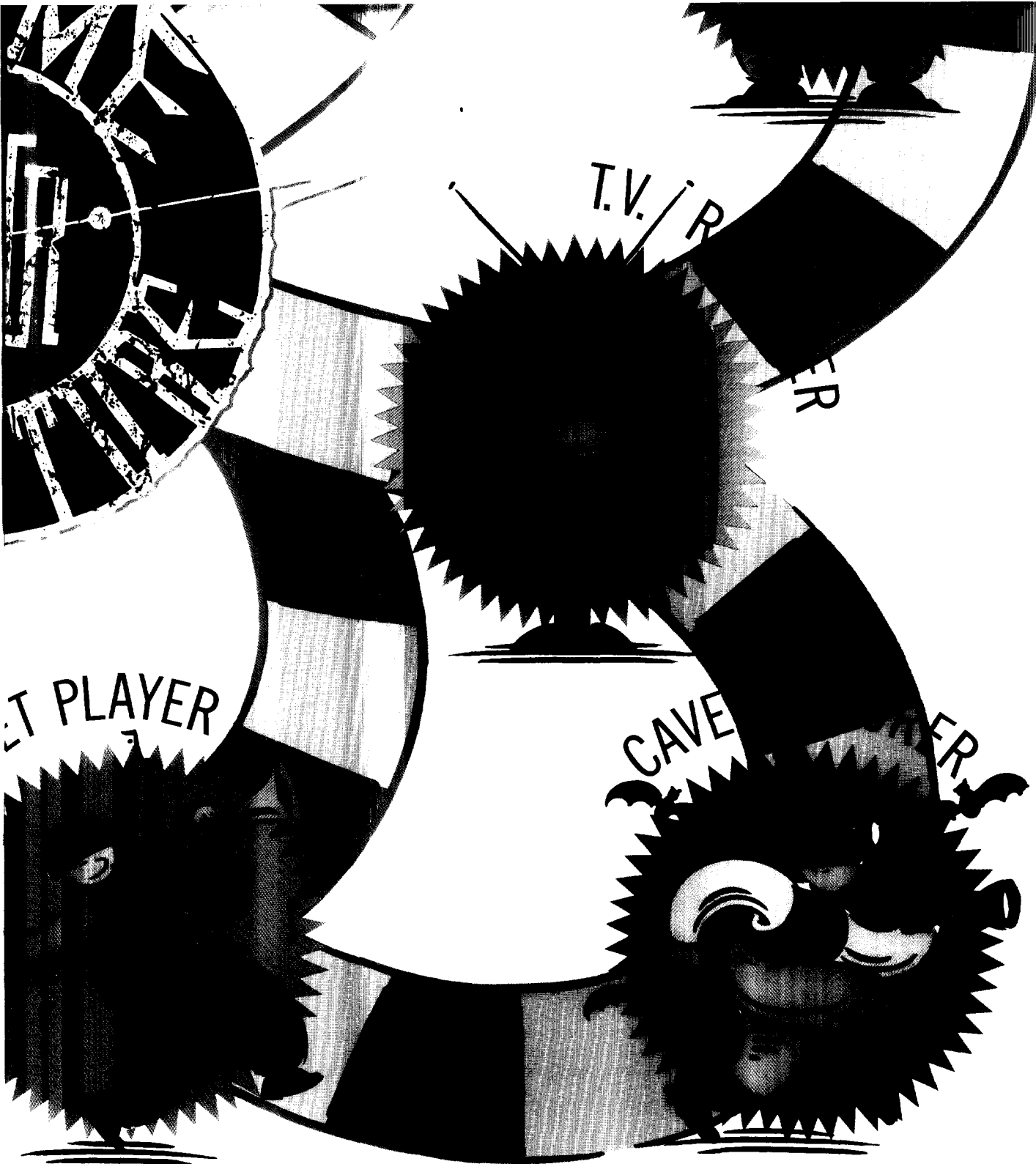
To keep your childhood adventures exciting

into adulthood requires a new path. Wouldn't it be great doing something you like? Find out about all the pos



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to do? Make sure you  
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